



ART 476 – Art Apprenticeship

Fort Hays State University
School of Visual and Performing Arts
Department of Art & Design – Interior Design Program

1. COURSE INFORMATION

- Course Name: ART 476 Art Apprenticeship
- Credit Hours: 3
- Semester and Year: Fall 2026
- Location of Class: N/A
- Class Time: TBD
- Course Prerequisites: N/A

2. INSTRUCTOR INFORMATION

2.1. Instructor Contact Information

- Name: Colin Schmidtberger
- Title: Assistant Professor of Interior Design & Gallery Director, Moss-Thorns & Patricia A. Schmidt Galleries
- Office Location: Schmidt Foundation Center for Art & Design Room 113
- Office Hours: MW 10:30-12:45 or by appointment
- Email Address: cjschmidtberger3@fhsu.edu
- Phone Number: (785) 628-5829

2.2. Contact Procedure and Policy: Students are welcome to e-mail or schedule an appointment to meet during office hours. I will do my best to answer emails within 24 hours.

2.3. About the Instructor:

- Education:
 - MFA in Interior Design – Brenau University
 - Graduate Certificate in Planning and Design of Healthcare Environments – Ball State University
 - MLS in Art – Fort Hays State University
 - BFA in Interior Design – Fort Hays State University
 - Certificate of Construction Management Technology – Fort Hays State University
- Teaching Background:
 - **2025 – Present**; Assistant Professor of Interior Design & Director of the Moss-Thorns Gallery of Art & Patricia A. Schmidt Gallery Lobby – Art & Design, Fort Hays State University
 - **2019 – 2025**; Instructor of Interior Design & Director of the Moss-



Thorns Gallery of Art & Patricia A. Schmidt Gallery Lobby – Art & Design, Fort Hays State University

- **2018 – 2019**; Adjunct Instructor – Art & Design, Fort Hays State University
- **2017 – 2018**; Graduate Teaching Assistant – Art & Design, Fort Hays State University

2.4. Graduate Teaching Assistant or Department Secretary Contact Information (if applicable)

- Name: Lauren Sargent
- Title: Administrative Assistant
- Office Location: CAD 119
- Office Hours: M – F 8:00 am - 4:30 pm
- Email Address: lsargent@fhsu.edu or Art&Design@fhsu.edu
- Phone Number: (785) 628-4247

3. TEXTBOOK AND COURSE MATERIALS

3.1. Required Textbook(s): None

3.2. Supplementary Book(s) and Article(s): Access to the electronic books will be provided on Blackboard under the course within the “Books & Resources” section.

Handouts given when necessary.

3.3. Required Materials:

- Trash (Tracing) Paper

3.4. Technology Requirement:

All students enrolled at Fort Hays State University are expected to have a computer* for use in a variety of university learning experiences. ****On-campus students are expected to have a laptop to ensure mobility.***

TigerTech only provides assistance with accessing and using FHSU hosted systems and University-owned equipment. FHSU does not sell computers and does not provide computer repair for student devices.

- **Hardware:** To meet basic security, networking, and upgrade requirements, your computer should be running Windows 7 (or newer) or Mac OS X (or newer). Ideally, your computer's warranty should be supported by the manufacturer throughout your college career. Chromebooks and iPads are not recommended for use as your primary device due to limited functionality. Ask your instructor or academic department to learn about any specific technology requirements that may apply for each course in which you are enrolled.



- **ID Department:** A personal laptop is not required in the ID department, but if you would like a personal laptop, please reach out to your professor to receive the proper laptop requirements before ordering your laptop.
- **Software:** Enrolled students at FHSU can take advantage of a variety of options to get FREE and/or discounted software for use on personal devices at www.fhsu.edu/tigertech/software/.
If you have any technical issues, contact FHSU TigerTech 785-628-3478, notify the instructor.

3.5. Printer Usage: There are three printers located in the Art & Design building that are for student use. They are located in AD 101, AD 202, and AD 210.

If you have any technical issues, contact FHSU TigerTech 785-628-3478, notify the instructor.

4. COURSE DESCRIPTION

4.1. FHSU Catalogue Description:

Student participation in planning, teaching, and administering art programs.

4.2. Instructor Course Description:

This course aims to support students in enriching their portfolio through a Studio project in the concentration area of their choice (Residential, Commercial, Health Care, etc.). The student will further develop their design process and improve upon an area of concentration they strive to seek upon entering the workforce.

5. COURSE OBJECTIVES

5.1. Course Objectives:

Upon completion of this course, students will be able to:

- Enhance design projects through the design process.
- Add a complete studio design project to their portfolio in an area of their own interest.
- Work through the design process to produce a complete design project.

5.2. Course Expectations:

- Students are required to meet the following CIDA standards:
 - CIDA Professional Standards
 - Standard 4. Global Context
 - Interior designers have a global view and consider social, cultural, and economic contexts in all aspects of their work.
 - *Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.*



- a) Students understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.
 - b) Student work demonstrates understanding of how physical contexts inform interior design.
 - c) Student work demonstrates the ability to design environments that respond to diverse social, economic, and cultural contexts.
- Standard 5. Collaboration
 - Interior designers collaborate and participate in interdisciplinary teams.
 - *Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.*
 - Students have awareness that:
 - a) multiple disciplines and stakeholders are involved in creating an interior environment.
 - b) collaborating with populations and communities impacted by a design is important to understand needs and build trust.
 - Students understand:
 - c) the terminology and language necessary to communicate effectively with members of allied disciplines.
- Standard 7. Human-Centered Design
 - Interior designers apply knowledge of human experience and behavior to designing the built environment.
 - *Intent: This standard ensures that graduates understand theories of human-centered design, and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.*
 - Student work demonstrates understanding of:
 - a) theories related to the impact of the built environment on human experience, behavior, and performance.
 - b) the relationship between the designed environment and human experience, wellbeing, behavior, and performance.
 - Student work demonstrates the ability to:
 - c) gather and apply human-centered evidence.
 - d) analyze and synthesize human perception and behavior patterns to inform design solutions.
 - e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions.
 - f) apply wayfinding techniques to design solutions.
- Standard 8. Design Process
 - Interior designers employ all aspects of the design process to creatively solve a design problem.
 - *Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.*
 - Student Learning Expectations



- a) Student work demonstrates the ability to apply space planning techniques throughout the design process.
 - Student work demonstrates the ability to apply knowledge and skills learned to:
 - b) solve progressively complex design problems.
 - c) consider the interdependence of contextual elements related to a design solution and the holistic potential impact on the user(s).
 - d) synthesize information to generate evidenced-based design solutions.
 - e) use precedents to inform design concepts or solutions.
 - f) explore and iterate multiple ideas.
 - g) design creative and effective solutions.
 - h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
 - i) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
- **Standard 9. Communication**
 - Interior designers are effective communicators.
 - *Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.*
 - b) express ideas and their rationale in oral communication.
 - c) express ideas and their rationale in written communication.
 - d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.
 - e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- **Standard 11. Design Elements and Principles**
 - Interior designers apply elements and principles of design.
 - *Intent: This standard ensures graduates are able to apply design elements, principles, and theoretical context to formulate and compose creative and aesthetic solutions.*
 - Student Learning Expectations
 - a) Students understand the elements and principles of design and related theories, including spatial definition and organization.
 - b) Student work demonstrates the ability to explore design solutions through the use of a variety of media.
 - Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to:
 - c) two-dimensional design solutions.
 - d) three-dimensional design solutions.
- **Standard 12. Light and Color**
 - Interior designers apply the principles and theories of light and color effectively in relation to environmental impact



and human wellbeing.

- *Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.*

- Student Learning Expectations
- a) Students are aware of the impact of illumination strategies and decisions.
- Students understand:
- b) the principles of natural and artificial lighting design.
- c) strategies for using and modulating natural light.
- d) Students appropriately select and apply luminaires and light sources.
- e) Students understand how light and color impact health, safety, and wellbeing in the interior environment.
- Student work demonstrates understanding of:
- f) color principles, theories, systems, and terminology.
- g) color in relation to materials, textures, light, and form.
- Student work demonstrates the ability to appropriately:
- h) select and apply color to support design purposes.
- i) use color solutions across different modes of design communication.

- **Standard 13. Products and Materials**

- Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.
- *Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.*
 - a) how furnishings, objects, materials, and finishes work together to support the design intent.
 - b) typical fabrication processes, installation methods, and maintenance requirements for products and materials.
 - c) appropriate and responsible product and material choices.
 - d) appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.
 - e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety.
 - f) Students are able to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.

- **Standard 15. Construction**

- Interior designers understand interior construction and its interrelationship with base building construction and systems.
- *Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.*
 - Student Learning Expectations



- a) Students have awareness of the environmental impact of construction.
 - Student work demonstrates understanding that design solutions affect and are impacted by:
 - h) Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.
 - Students are able to:
 - i) read and interpret construction documents.
 - j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specification formats appropriate to project size and scope.
- **Standard 16. Regulations and Guidelines**
 - Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.
 - *Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.*
 - Student Learning Expectations
 - a) Students have awareness of the origins and intent of laws, codes, and standards.
 - Student work demonstrates understanding of:
 - b) standards and guidelines related to sustainability and wellness.
 - Student work demonstrates the ability to apply federal, state/provincial, and local codes including:
 - g) occupancy group and load calculations.
 - h) movement, travel distance, and means of egress.
 - i) barrier-free and accessibility regulations and guidelines.

6. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

- 6.1. Delivery Method: In-person
- 6.2. Instructional Approach: Direct Instruction
- 6.3. Course Structure: Weekly check-ins.

7. COURSE SCHEDULE

This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interests and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site. If time is mentioned in the course, it refers to the Central Time Zone.



Module # & Range of Dates for Module	Topics	Assignments	Due Date
Week 1	Introduction/Decide on the Project	Begin the Design Process Presentation Started	Week 16 Week 08
Week 2	Meeting/Review of Project Development and Progress	Continue through the Design Process	
Week 3	Meeting/Review of Project Development and Progress	Continue through the Design Process	
Week 4	Meeting/Review of Project Development and Progress	Continue through the Design Process	
Week 5	Meeting/Review of Project Development and Progress	Continue through the Design Process	
Week 6	Meeting/Review of Project Development and Progress	Continue through the Design Process	
Week 7	Meeting/Review of Project Development and Progress	Continue through the Design Process	
Week 8	Midterm Presentation	Midterm Presentation	Week 08
Week 9	Meeting/Review of Project Development and Progress	Continue through the Design Process Presentation Boards Construction Documents	Week 16 Week 16 Week 16
Week 10	Meeting/Review of Project Development and Progress	Continue through the Design Process	
Week 11	Meeting/Review of Project Development and Progress	Continue through the Design Process	



Week 12	Meeting/Review of Project Development and Progress	Continue through the Design Process	
Week 13	Meeting/Review of Project Development and Progress	Continue through the Design Process	
Week 14	Meeting/Review of Project Development and Progress	Continue through the Design Process	
Week 15	Meeting/Review of Project Development and Progress Review Boards, Presentation Slides, & Construction Documents	Final Presentation Boards Final Presentation (Slide Show) Construction Documents	Week 16 Week 16 Week 16
Week 16	Final Verbal Presentation w/Presentation Boards		

**Schedule is subject to change.*

8. ASSESSMENT METHODS AND GRADING SCALE

There are 100 percentage points for this course. The grade the student earns for this course depends on the total number of points they earn throughout the semester. The assessment methods and grading scale are as follows:

Assessment Methods	How Many	Unit Points	Total Unit Points	Percentage
Midterm Presentation	1	57	57	30%
Presentation (Slide Show)	1	75	75	30%
Presentation (Verbal) and Design Boards	1	105	105	30%
Construction Documents	1	41	41	10%
<i>Total Points</i>				100%

** Additional projects may be available throughout the semester*



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- = A (90% and above) Excellent
- = B (80%–89%) Above Average
- = C (70%–79%) Average
- = D (60%–69%) Below Average
- = U (below 60%) Unsatisfactory

The requirements and rubrics for assignments can be accessed on the Blackboard platform, under the course within the 'Submissions' tab.

9. STUDENT HELP RESOURCES

Students have access to academic services, technical support, and student services at Fort Hays State University. You can find the resources online at [FHSU Blackboard Student Tutorials](#). For more information, you can contact TigerTech at 785-628-3478 or [FHSU TigerTech](#).

10. COURSE POLICIES

10.1. Class Attendance:

The student will contact the instructor and set up a recurring weekly meeting for this course.

In the event of illness or the inability to attend class, please notify me via email (cjschmidtberger3@fhsu.edu) or by calling 785.628.5829. For formal notification to all instructors, contact Student Affairs at (785) 628-4276. A doctor's note or medical report is the only acceptable documentation for a formal exception to class attendance.

Responsibility for making up missed class time lies with the student, including obtaining notes or assignments if provided.

For excused absences on the day an assignment is due, the submission deadline is extended to the following day. However, for unexcused absences, the assignment must still be submitted the next day, accompanied by a deduction of one letter grade. I encourage you to exchange phone numbers with your classmates to facilitate better communication.

10.2. Class Participation:

Participation in class discussions is required.

10.3. Assignment Due Date:

Unless otherwise noted, projects and exercises will be due at the beginning of the class period for which they are assigned. **If the deadline is not met, 5 percentage points will be deducted from the project each day past the deadline.** The project **WILL NOT** be accepted after one week.

10.4. Procedures for Assignment Submission:

Assignments will be turned in either in person or on Blackboard.



All assignment files turned in on BlackBoard should follow this layout:

FHSU_Course Number & Section_Semester Initial & Year_Assignment
Name_Student First Initial & Last Name

Example: FHSU_ART476C_F2026_Assignment01_CSchmidtberger

10.5. Test Make-ups:

If an exam cannot be taken on the date given it will need to be taken beforehand if possible. If not, then it will be taken as soon as possible. It is the student's responsibility to discuss with the instructor about exam make-ups before the exam day.

No makeup opportunities will be provided for the midterm and/or final exam unless a formal excuse notification is submitted to the instructor through student affairs.

10.6. Bonus Points or Extra Credit: N/A

10.7. Collaboration Procedures:

In the event of a group project, every team member must actively engage in the project, contribute ideas, and collaborate effectively as part of the team.

10.8. Netiquette: N/A

10.9. AI:

Students can use AI-generated texts on assignments in this course if instructor permission is obtained in advance and the content generated is properly cited. Unless permitted to use AI tools, each student is expected to complete each assignment without substantive assistance from others, including AI. Unauthorized or suspected unauthorized use of AI will be subject to the FHSU Academic Honesty Policy and may result in a 0 for the assignment, failure of the course, and, if warranted, expulsion from FHSU.

11. UNIVERSITY POLICIES

11.1. [Academic Honesty](#)

11.2. [Attendance](#)

11.3. [Withdrawal](#)

11.4. [Student Accessibility Services](#)

11.5. [Health & Wellness Services](#)

11.6. [Title IX Policy](#)

FHSU is committed to fostering a safe and productive learning environment. Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. This includes all types of gender and relationship violence, sexual harassment, sexual misconduct, domestic and dating violence, and



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stalking. If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact Laurie Larrick, University Compliance Officer and the FHSU Title IX Coordinator, at lelarrick@fhsu.edu or (785) 628-4175. The Compliance Officer can help connect you to campus and outside resources, discuss all of your reporting options, and assist with any concerns you may have.

11.7. [Career Services](#)

11.8. [Technology Services](#)

11.9. [Smarthinking](#)